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ABSTRACT

This document presents summaries of eight efforts made to provide teachers with the knowledge, attitudes, and behaviors necessary to improve intergroup relations in desegregated schools. Projects covered are: (1) the Chapel Hill (North Carolina) schools' student teaching project; (2) interinstitutional seminars in Norfolk, Virginia; (3) biracial student teacher teams in Arkansas; (4) cooperative intergroup projects between Florida A and M University and the University of Florida, and between Florida A and M and Florida State University; (5) a workshop on improving intergroup relations and preparing prospective teachers for multiracial classroom and an interinstitutional seminar on student teaching, both involving Florida A and M and Florida State; and (6) interinstitutional seminars between paired neighboring majority black and white colleges and universities, held under the sponsorship of the Southern Regional Education Board in cooperation with the Emergency School Assistance Program, Community Projects Division of the Office of Education. (Author/DDO)

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# PREPARING TEACHERS TO HUMANIZE THE MULTIRACIAL SCHOOL: INNOVATIVE PROGRAMS INVOLVING HISTORICAL BLACK AND PREDOMINANTLY WHITE COLLEGES AND UNIVERSITIES

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In overall goal of aiding black-white relations, the three-day conference was highly successful. The issue now is transferring the healthy relationship that came from this weekend to tangible joint projects which will continue and expand the overall goals of better black-white relations to other areas.

- - A White Participant

This conference was very helpful in that it answered my questions. I wanted to find out what the white man really knew about the black man and how much personal contact the white students had had with the black man.

- - A Black Participant

# CHAPTER 1

## AN OVERVIEW OF ACTION PROGRAMS INVOLVING MAJORITY BLACK AND MAJORITY WHITE COLLEGES AND UNIVERSITIES FOR PREPARING TEACHERS TO HUMANIZE THE DESEGREGATED SCHOOL

School desegregation makes today's educational priority the preparation of teachers with knowledge, attitudes and behaviors for improving intergroup relations and thereby humanizing the desegregated school. This chapter will provide an overview of some efforts made to cope with this high priority item.

The author has been involved either as a participant or in a leadership role in the following: State-wide Conference on Teacher Education for Intergroup Relations (1966), Teacher Education and School Integration Series, an Emory University Project in Cooperation with the Institute of Services to Education, Funded by the United States Office of Education (1967-69), Florida A and M University - University of Florida Cooperative Intergroup Relations Project (1969), Cooperative Student Teaching Intergroup Relations Project Involving A Nearby Majority Black University (Florida A and M) and A Nearby Majority White University (Florida State), (1969-71), A Workshop-Seminar on Improving Intergroup

Relations and Preparing Prospective Teachers for Multi-Racial Classrooms Involving Nearby Florida A and M University and Nearby Florida State University (1970).

Statewide Conference on Teacher Education for Intergroup Relations

Believing that teachers must define clearly the purposes of preparing students to become capable participants in intergroup relations; believing that teachers must appraise clearly the prevailing factors that encourage and impede efforts to improve intergroup relations; believing that teachers must fulfill a leadership responsibility in assisting schools and communities to achieve successful intergroup relations; and believing that teachers must prepare students to cope with the existing conditions of intergroup relations, a state-wide conference was held at the Bay Campus, University of South Florida, St. Petersburg, Florida, May 18-21, 1966.

Under the leadership of Dr. J. B. White, Former Dean of the College of Education, University of Florida, support was secured from the United States Department of Health, Education, and Welfare. Further grants by the Anti-Defamation League of B'nai B'rith and the Southeastern Educational Laboratory provided travel expenses for conference participants, program speaker honorariums and the production of conference proceedings. There were fourteen participating colleges and universities.

TESI Conference At Florida A and M University

During May of 1967, a Teacher Education and School Integration Conference, an Emory University Project in Cooperation with the Institute of Services to Education and the National Education Association, funded by the United States Office of Education was held on Florida A and M University Campus, Tallahassee. The participants included approximately 60 black and white prospective teachers from colleges and universities in Alabama, Georgia, Louisiana, and Florida. Also included were black and white college and university teachers from these same states.

TESI Conference in Jacksonville

Jacksonville was the site of another Florida TESI conference from January 16-18, 1969. The participants included black and white inservice teachers of desegregated schools in Florida. Black and white college teachers from the institutions of Florida were among the participants.

Chapter I provides an overview of eight cooperative programs. Chapter 2 explores the rationale, objectives, design, and content of the Chapel Hill Schools' student teaching project. The development and the implications of student and faculty appraisal of the Norfolk inter-institutional seminars are examined in Chapter 3. Bi-Racial student teacher teams in Arkansas is the focus of Chapter 4. In Chapter 5, Florida A and M University - University of Florida cooperative intergroup relations project is dealt with. Cooperative

student teaching intergroup relations projects involving a nearby majority black University (Florida A and M) and a nearby majority white University (Florida State) is examined in Chapter 6. The concern of Chapter 7 is a workshop-seminar on improving intergroup relations and preparing prospective teachers for multi-racial classrooms involving Florida A and M University and Florida State University. Explored in Chapter 8 is the inter-institutional seminars involving paired nearby majority black and white colleges and universities under the sponsorship of the Southern Regional Education Board in cooperation with the Emergency School Assistance Program, Community Projects Divisions, Office of Education. In Chapter 9, an examination is made of the implementation of the inter-institutional seminar in student teaching involving Florida A and M University and Florida State University.

# CHAPTER 2

## CHAPEL HILL CITY SCHOOLS STUDENT TEACHING PROJECT

### Rationale

Its role in the teacher training programs of North Carolina College, The University of North Carolina and Duke University was viewed by the Chapel Hill City School System as a professional responsibility for which it assumed active participation and commitment. The placement of student teachers in the system was viewed as a part of the school system and therefore subject to the same professional concerns and responsibilities as all of the teachers on the school system's staff.

Those concerns and responsibilities which were relevant are incorporated in the following beliefs:

1. that a newly desegregated school system is not without its special challenges to staff relationships, to student body relationships, to a teaching environment different for teachers and learners, alike, and to communications between school and community. It is naive to regard the desegregation process as one which will "take care of itself."

2. that teachers are the most important element in the quality of education schools offer; that the extent of their experience, the quality of their training, and their attitudes toward students are all important; and that the teachers' attitudes and the standards they set for students are likely to be related to their students' attitudes and aspirations..

3. that "guided" interaction is necessary and cannot be left up to "natural" interaction since desegregation of schools is itself a departure from existing social patterns and traditions.

4. that a professional helpful and reciprocal, interpersonal relationship among teaching staff favorably affects the learning climate.

5. that developing good race relations among the faculty of the schools will encourage the same among the pupils of the bi-racial schools which might, in turn, provide a model of leadership for the community at large.

6. that the best time and place to introduce teachers to the understandings necessary to teach more effectively in a desegregated

school is during the student teaching experience in desegregated schools such as the Chapel Hill City Schools.

7. that research needs to be done in the area of improving instruction in interracial classrooms and that Chapel Hill City Schools have both the opportunity and responsibility to carry on that research.

Objectives

In light of the above beliefs, the establishment of a joint student teaching experience was proposed. The objectives of the experience would be [illegible] teachers to teach in desegregated schools by:

1. guiding interaction between students of the participating schools to establish what might be considered a "professionally helpful, reciprocal interpersonal relationship."

2. studying the effects of this experience on student teachers, pupils, the Chapel Hill City Schools and on the participating institutions of higher learning.

3. encouraging student teachers to seriously examine their own racial attitudes, not for the purpose of changing but for the purpose of understanding the effects of their attitudes on learning.

4. sharing experiences and insights which student teachers naturally bring to their student teaching experience and which may enhance understandings on the part of their fellow student teachers, both black and white.

Design

(A) Prior to the onset of the field experience, two week-end retreats with all student teachers participating in the project during which time they would (1) meet fellow student teachers, (2) meet various school personnel, (3) take part in sensitivity training as a foundation for communication beyond the level of information exchange and (4) meet with supervising professors and cooperating teachers of the Chapel Hill City School System.

(B) Questions and problems that may be developing in the class and that are not necessary handled in their respective schools of education, will be dealt with during the weekly seminar. The seminar will provide an opportunity for the students to come together as a team with a commitment to learning from one another about how to teach better in desegregated schools.

(C) Students who seek to teach cooperatively with fellow students from both schools should receive encouragement, support and advisement. The opportunities for team teaching need not be restricted by continuing the practice of placing one student teacher with one cooperating teacher.

(D) For purposes of evaluation of and reflection upon the joint student teaching aspect of the field experience, a post-student teaching meeting for student teachers will be held.

(E) The Chapel Hill City School System intends to employ a psychologist/sociologist to follow the program closely for the purposes of evaluation. The evaluation will include pretesting and posttesting of teacher attitudes, a study of behavioral changes using the Flanders Interaction Analysis as well as independent raters from the North Carolina State Department of Public Instruction and from the participating schools, and a chronicle of what happened during the experience.

Proposed Seminar Topics

The proposed seminar topics included: (1) Teaching Values in the Desegregated Classroom, (2) After Desegregation: Implications for Classroom Roles, (3) Influences on Black Adolescents: Implications for the Classroom, (4) Team Teaching: Alternatives for the Classroom Teacher, (5) Communication Skills: Teacher to Parent and Community, and (6) Community Power Structure and Achieving Educational Objectives.

Films

Two films will be shown. The first one "Where is Prejudice?" is an N. E. T. production and is a synopsis of the week-long experience of twelve college volunteers who sought to discover the nature of prejudice in themselves and at large. The second film, "Nobody Waved Goodbye" is a National Film Board of Canada Production and is a drama of pressures on whites, middle-class high school students.

CHAPTER 3

# THE NORFOLK INTER-INSTITUTIONAL SEMINARS FOR PROSPECTIVE TEACHERS

The inter-institutional seminars represent an important thrust designed to enhance teacher training in both majority black colleges and universities and majority white colleges and universities. When viewed within the context of accelerated school desegregation, the thrust increases in significance. As students of different races engage in dialogue during the final stages of preparation, teaching can be particularly meaningful. The implications of classroom desegregation and public school desegregation in Norfolk, Virginia provided impetus for planning on an interinstitutional basis a student teaching experience which would be meaningful to white and black prospective teachers. During 1968 the initiative for early planning of this cooperative effort was exercised by teacher education faculty at the two public institutions in Norfolk. The institutions involved were majority black Norfolk State College, majority white university Old Dominion University and Virginia Wesleyan College, a private institution.

## The Beginning Dialogue

During 1968 early discussions were held between faculty at Norfolk State College and Old Dominion University. These

discussions grew out of a desire to develop a program to meet some of the real and projected needs of teacher preparation for desegregated schools. The placement of student teachers in the recently desegregated schools was the focus of the planning. Of particular concern was the notion that adequate planning had to be accomplished before meaningful integrative experiences could materialize. After formal contacts were established, students from each institution began to participate in the planning sessions. The major purpose of these exploratory meetings was to organize inter-institutional seminars which would be planned and executed by students. The objectives of the seminars would be to enable student teachers: (1) to understand that classroom problems often are merely teaching problems rather than personal or racial oriented, (2) to relate to others from different ethnic origins, and (3) to understand in depth the statement that dfferentiated teaching requires differentiated curriculum as well as staffing and be willing to accept an assignment to teach any child in any school.

The First Year

In February 1969, following the planning sessions, arrangements were made for an organizational meeting of faculty and students engaged in practice teaching. Student centered, these sessions enabled student teachers from both institutions to meet in small groups. In response to a

request to formulate, questions which they felt were particularly important, students listed a number of questions related to racial considerations.

The second seminar in March, 1969 focused on these questions and questions relating to conflicts between student and cooperating teachers, pupils requiring special attention, and to discipline problems. Seminars in April emphasized the role of the teacher in a time of societal change and on perspectives of black people.

The Second Year

During the second year emphasis was placed on such topics as: disciplinary problems, the drug problem in the schools, controversial issues in teaching: sex education, religion, working with retarded children, and educational instructional television.

Implications of Student and Faculty Appraisal

The continuation of this effort and its maturation as an established arrangement has been urged by those involved-students, administrators, faculty and observers. Increased dialogue and expanded potentials for joint activities should be encouraged as a result of the experiences gained through the inter-institutional seminars for student teachers. Since there are other locales in the South where majority white institutions which prepare teachers in

proximity, it is hoped that the Norfolk inter-institutional seminars will serve as a prototype teacher education arrangement.

CHAPTER 4

# BI-RACIAL STUDENT TEACHERS TEAMS IN ARKANSAS

An experiment was planned to establish pairs, one white and one black, of student teachers who would work together as a team as they did their student teaching in a majority white school under a white cooperating teacher, and part in a black school under a black cooperating teacher. To determine whether or not attitudes toward another race would be changed by participation in the bi-racial program was the purpose of the experiment. The control group of 30 white and 30 black subjects were assigned to a school for members of their own race and were not paired. Over a period of four semesters, the subjects from 10 Arkansas teacher education institutions were placed in 10 different school systems. To measure attitudinal responses to items of bias tests were administered to all subjects during pretesting and posttesting. The conclusions reached from the study were that the attitudes of subjects toward members of the other race were changed by the bi-racial team approach; while white and black student teachers were not brought to the point where they shared common viewpoints, the differences in their perceptions were narrowed; and changed attitudes of cooperating teachers and other personnel as a result of day-by-day associations and person-to-person communication.

Problems Encountered in Initiating A Bi-Racial Student Teaching Program in the 1967-1968 Academic Year

The areas of obtaining subjects and in securing teaching locations constituted the most unique problems in the study. While the student teachers were willing and eager to participate in the program, the problem stemmed from the reluctance of both black and white institutions of higher education to engage in a program of this nature. In white institutions, there were administrators who were opposed to racial integration and consequently denied permission for student teachers to participate. Still other administrators in white institutions preferred that their existing routine for the assignment of student teachers not be disturbed. A reluctance to participate in the program was demonstrated by black schools at the same time. At one black institution, the director of student teaching did not wish to participate for the following expressed reasons: (1) the students preferred to be assigned to neighborhood schools for their student teaching experience, (2) the institution was already involved in other types of research, and (3) before he could select black students to complete teams, advance information about the individual white student teachers would have to be supplied to him.

For some of the same reasons school districts were reluctant to place the subjects. One of their first concerns was the reactions of patrons to an innovative,

biracial program being added to the existing community concern about the desegregation of schools. While some administrators recognized the need for the program, other administrators in the hierarchy had underlying antipathies to the program which caused them to express their willingness to participate but fail to follow through with administrative action. A major deterrent to the coordination of the student teachers was the procrastination by college director and administrators.

Anxieties of Student Teachers

As the time approached to begin student teaching, many black prospective student teachers verbalized the feelings that they were not enthusiastic about participating in the program. While these students could not easily identify their fears, they were doubtful that their experience in a white school would be pleasant.

As did black student teachers, white ones had anxieties, but of a different nature. Although they may have experienced ostracism, they did not fear it. That physical violence might erupt in a school may have been a fear of some white student teachers.

## Problems Related to Getting Black Cooperating Teachers To Accept Biracial Student Teacher Teams

Perhaps the black cooperating teachers were wary of becoming involved because anything innovative is a challenge and this particular challenge presented a threat. The possibility of being critically observed by not only the white student teachers but white supervisors as well was one of their first concerns. The possibility of unfavorable comparison with white teachers was a second concern. A third concern was the possibility of contributing to research which might discredit the black race. To participate might percipate an unfavorable report to the administration; to refuse to participate might result in dismissal. -Since none of these concerns could be expressed to a principal, black teachers, disregarding anxieties, agreed to accept pairs of student teachers.

## White Cooperating Teachers' Reactions to Participation in the Program

While some of the white cooperating teachers were enthusiastic about the program,others were apprehensive. Some agreed to participate in response to requests from principals, rather than appear to be biased. Because some thought it would be a contribution to the profession they accepted the teams. Showing astuteness about the social implications,

other than the white pupils would profit by the experience and that they could help bridge the gap between the races.

Significant Changes in the Subjects

Some of the more significant changes were as follows:

1. Both groups found corporal punishment to be used more frequently by black teachers.

2. Blacks found administrators less formidable than they had been led to believe.

3. Both groups found a little more social acceptance by the other race than they had expected.

4. Blacks found it easier to communicate with white children than they had expected.

5. Whites found black children less rude and naughty than they had been led to believe.

6. Black student teachers found white children more polite and cooperative than they had anticipated.

7. Whites found the stereotypic idea that blacks are intellectually inferior to be untrue.

8. The opinions held by some black student teachers also were changed regarding the stereotypic

idea that black pupils are intellectually inferior to white ones. It is probable that some black student teachers confused achievement with intellectual ability.

Changes in How the Members of the Experimental Group Characterized Children

Changes were more prominent in these areas:

1. White student teachers found black children less destructive than their preconception had indicated.

2. Whites found black children more adaptable, dependable and social.

3. Blacks found black children more defiant, and white children less defiant than they had expected.

4. Whites found black children more competitive while blacks found black children less competitive than they had thought.

5. Whites found black children to more obedient and trustworthy.

6. White student teachers found black children much more creative and inquisitive than they had assumed.

7. Both blacks and whites found white children less courteous.

8. Whites found black children more courteous than they had expected.

9. Black student teachers found that black children were less courteous.

Implications of the Study

Through close association and interpersonal relationships of the subjects, this study showed changes in the attitudes of black and white participants toward members of the other race. Blacks should examine their personal prejudices apart from their protest manifestations as individual whites show by their actions a desire to help correct the conditions imposed by an aggregation. To accept personal identity and to surrender group identification, perhaps necessarily is more difficult for people who have been oppressed. Individual blacks must try to accept the oevertures of whites who reverse themselves and offer friendships. That the assimilation of the races is a two-way process is a widely held view. Desegregation institutions, legislation, programs for the culturally different, riots, and by demonstrations which emphasize the black protest movement affect minority groups in various ways. While a primary concern is improving education where

conditions are unequal, real progress in human relations depends upon people. Through person-to-person communication and interaction the "slow undoing" is best accomplished.

White Student Teachers Concern for the Future

Anxious for experience which will prepare them for the society which is emerging as a result of the black protest movement, whites volunteer for service, which take them into the black community. They are less inhibited than the older generation and are interested in people. Since the painful memory lingers on of their own struggle from adolescency into adulthood,young whites identify more readily with the blacks struggle for acceptance. If parents or other conservative adults did not interfere, many of them would do more to push back racial barriers.

CHAPTER 5

# FLORIDA A AND M UNIVERSITY-UNIVERSITY OF FLORIDA COOPERATIVE INTERGROUP RELATIONS PROJECT

To provide prospective teachers of Florida A and M University, a predominantly black state supported institution and the prospective teachers of the University of Florida, a predominantly white state supported institution, with intergroup education professional laboratory experiences, the two institutions cooperatively planned four conferences during the period January - April, 1969. These conferences included (1) an initial joint planning conference on Florida A and M University campus, (2) a second joint planning conference on the University of Florida campus, (3) attendance at the Annual Meeting of the Association for Student Teaching, Chicago, Illinois, and observation of "the helping relationship in the classroom concept" in selected schools of Chicago, and (4) a regular conference on Florida A and M University campus.

A wide range of laboratory training approaches in group dynamics, human relations, organizational development, verbal and non-verbal experiences that seek to release human potential and to increase awareness were used. The major objectives of the series of conferences were (1) to provide for interaction of black and white prospective teachers,

(2) to promote increased communication between black and white prospective teacher as a basis for awareness of problems related to teaching in desegregated schools, (3) to promote better relations between the prospective teachers of the two universities, (4) to aid in reducing fear of teaching in desegregated schools, and (5) to aid black and white prospective teachers in understanding problems related to racial myths.

Initial Joint Planning Conference

During January, 1969, a joint planning session was held in Room 305B, Gore Education Center, Florida A and M University campus. The Florida A and M University participants included nine black prospective teachers, Dr. James D. Beck, Head of the Department of Guidance and Dr. Walter A. Mercer, Director of Student Teaching while those from the University of Florida consisted of nine white prospective teachers and Dr. Betty Ellis of the Department of Secondary Education.

Introductory remarks were made by Dr. W. A. Mercer, Dr. Betty Ellis, and Dr. James Beck. Dr. Ellis and Dr. Beck have had extensive training in the development of human relation skills. Group discussion regarding the purpose of the joint planning session, the nature of the content and evaluation followed the introductory remarks. It was the consensus of the group that this session should be

exploratory and that the participants should form small groups consisting of a proportional number of white and black prospective teachers. Faculty members were asked not to participate in the small group sessions. The prospective teachers wanted to interact with peers in an intergroup setting. The small group sessions lasted for approximately one and one half hours.

When the participants re-assembled as a large group, each prospective teacher shared his or her reactions. The group agreed that future meeting should be held with black and white prospective teachers from Florida A and M University and the University of Florida. The purposes of future meetings were clearly defined. February 21-23, 1969 was set as the date of the next meeting. The University of Florida campus was to be the site.

Orientation Meeting for Florida A and M University Participants Prior to the Session at the University of Florida Campus.

During the first week of February 1969 Dr. Walter A. Mercer, Director of Student Teaching conducted an orientation session in Room 104A, Gore Education Center, Florida A and M University campus, for the prospective teachers who indicated that they would be participants. It was made clear that participation was on a voluntary basis. In order that adequate housing arrangements could be made at

the University of Florida, the number of males and females were ascertained. A requisition was made through the Department of Student Teaching budget for the use of a University bus for transporting twenty black prospective teachers to the University of Florida, a predominantly white institution.

The Second Conference

The University bus left Florida A and M University campus at 3:30 P.M. Friday, February 21, 1969 and arrived at the University of Florida campus, a distance of 150 miles, at 6:30 P.M. The host and hostess escorted the black male prospective teachers to the men's dormitory and introduced them to their white roommates. A similar procedure was followed with the black female prospective teachers and their white female roommates. Later that night, a social activity was held in the Recreation Room of one of the female dormitories. "Who Am I" name labels were pinned on the backs of all participants. White students had names of famous blacks on their backs while blacks had the names of popular whites on their backs. The objective of the game was to provide a means by which the participants could communicate. This proved to be an effective way for getting to know each other.

Following this activity, the prospective teachers ate dinner together. Later, there was social dancing in

an off-campus apartment. This was one of the highlights of the session. Dancing together provided an added dimension to intergroup relations. This marked the first time that many of the prospective teachers, black or white, had danced with peers of another race. Every one did his own thing at the dance that Firday night.

Saturday morning, February 22, Jack Gant, Associate for Teacher Education, Florida State Department of Education who also has had extensive training in the development of human relation skills, Dr. Betty Ellis and Dr. James D. Beck involved the group in learning experiences which would help to realize stated objectives. They utilized a wide ranged of laboratory training approaches in human relations, organizational development, verbal and nonverbal experiences that seek to release human potential and to increase awareness. Another dance which provided a means for increased communication between the black and white prospective teachers was held that night.

Sunday morning, February 23, the group attended a Folk Worship Service. This was another high point of the meeting. A group of white prospective teachers were more familiar with certain folk songs while black prospective teachers were more familiar with others. Both groups of prospective teachers had common knowledge of many of the folk songs. An appreciation of the traditional Negro spirituals was renewed when black educated prospective teachers sang such spirituals as "Steal

Away To Jesus" and "I Ain't Gonna Study War No More". Later, there was a tour of the University of Florida campus. An evaluation session was the last activity for this session. The third meeting was to be held on the campus of Florida A and M University, April 18-20, 1969. Plans were also made for representatives of both universities to attend the Annual Meeting of the Association for Student Teaching during the latter part of February 1969.

Third Conference

Three white prospective teachers and Dr. Betty Ellis of the University of Florida, six black prospective teachers and Dr. Walter A. Mercer, of Florida A and M University and Mr. Jack Gant of the Florida State Department of Education was in attendance at the AST and/or AACTE meeting. Through the efforts of Dr. Betty Ellis, arrangements were made with Dr. Herbert A. Thelen of the Department of Education of the University of Chicago for a presentation on "the helping relationship in the classroom concept." In conjunction with his presentation, Dr. Thelen provided opportunities for the group to observe this concept in action in some of the elementary grades of the University of Chicago Laboratory School. This experience was followed by a trip to an inner city school where the group observed the concept in action in some of the elementary grades. The black and white prospective teachers had opportunities to talk with the teachers and students involved in the "helping relationship in the classroom concept."

The black and white prospective teachers actively participated in a smaller group session of the AST meeting regarding student teaching seminars.

Fourth Conference

Friday afternoon, April 18, 1969, the prospective teachers and Dr. Betty Ellis arrived on the Florida A and M University campus. The host and hostess escorted them to the dormitories. Following dinner in the campus dining room, entertainment was provided at the residence of Dr. Walter A. Mercer. Social dancing was part of the entertainment. An enjoyable evening was had by all.

Saturday morning, April 19, Jack Gant and Betty Ellis again used a wide range of laboratory training approaches in group dynamics, human relations, organizational development, verbal and non-verbal experiences that seek to release human potential and to increase awareness. That night a social affair was held at the home of one of the black participants. This marked the second time that some white participants had been in the home of a middle class black person. Following a tour of the areas where black families of lower income live, a visit was made to a soulful black Baptist church worship services. The ministers acknowledged the presence of the group and asked representatives of the group for remarks. They complied with his request. The worship services were enjoyed by all who attended.

The question listed below was included in the evaluation of this conference.

Typical Responses to the Question:

*Was the conference helpful in meeting your goal?*

"The conference yesterday was most helpful. I found out things about myself as well as other members of the group. I found in the group, yesterday afternoon, we were more open with each other. Therefore, we were able to communicate with each other."

"I wanted to find out exactly what my feelings were toward the Negro. The conference really helped me in understanding my relationships and feelings and let me know how I stood so I can go on toward better understanding and better relationships."

"The conference was very helpful in meeting my goals! I had hoped to be exposed to myself and others in some new unique way -- in other words, I had hoped to discover unknown or disguised feelings. I discovered some racial prejudice and worked most of it out. I discovered others' needs and tried to relate. But most of all, I discovered my own ability to love another being for the beauty that is his. And that, as I realized as it was being fulfilled, was my goal."

"This conference was more helpful in meeting my goals than I had ever expected. The emotions that were awakened in me have shown me that the wall I once had around me is gone (or at least was so far gone this weekend that I can't imagine it ever coming back again). I felt more closeness with this group than any other group in my life, and the fact that the group was mixed proves to me that my barriers are gone. I was honest. This was another one of my goals, and was honestly reacted to -- not only were the racial walls gone, but many of the personal ones were too. I'll never forget that this type of closeness and union between peoples can be met."

"I was not sure that a group of people (any group) could come together and have more than a superficial relationship in such a short time. I believe that now it has a great deal to do with how receptive and willing individuals are to be learning something about themselves and others. I also feel that issues cannot be dealt with until we know others as individuals -- only then can we get to the issues."

"I think this conference was a tremendous success for myself. I feel this was such a deep experience for myself that perhaps I can't put into words everything that I feel. I came to have a deep feeling of trust and friendship. This is true not only from the standpoint of a black-to-white situation, but a white-to-white situation."

"Yes, the conference gave me new insight, made me more cognizant of issues and feelings. Greatly aided by member of a Panther group in an individual discussion, and the group sessions. Group sessions can prepare me for individual confrontations with members of the Negro race, and ease any apprehensions I had at the beginning of going to Florida A and M University."

"Yes, my goal was to get to know the other student better, and to share with them some of my feelings and ideas about myself and how I feel about them."

"The meeting did not entirely help me to reach my goals. More than I ever dreamed would be possible was achieved in learning how to accept one another and to understand some of the problems facing blacks. But I think we did not deal very much with our hates -- we all have them."

"It was not helpful for it did not support my feelings toward meetings of this kind. I am confused!"

"Yes, for the most part I was unable to relate to a few other persons of both races on a personal and honest level."

"My goal was to meet some black students, and to try to feel what they feel for a short period of time. I accomplished this."

"I suppose I wanted to find out exactly where I stand on the issue of race relations. I think I found out."

"My goal in coming was to learn about black people: how they feel about themselves and the world around them. I feel that I know where to begin now -- because of the conference."

"This conference was very helpful in that it answered my questions. I wanted to find out what the white man really know about the black man and how much (personal) contact the University of Florida student had with the black man."

"Since my goals were rather indefinite before I came, I think that initially I was in a way playing the conference by ear and trying to establish some specific goals. In retrospect I would have to say that just knowing myself and how I would react to people of a different race and culture, would be the most important goals that I had in mind. I wanted to become aware of my prejudices and also those of the black man. And then after awareness I wanted to see if I could combat and resolve my bias. As to whether the conference was successful in attaining this goal, I would have to say unquestionably, yes. Through personal contact I found myself to grow less and less color conscious and in a sense dealing with all of the people in the conference of just individuals like myself regardless of race or color."

"I feel that I set rather limited goals for this conference and that I gained so much more than I had anticipated. It was something which was a beautiful feeling experience which I hope has made me a better person and broadened my viewpoints."

"No, I didn't reach any goals, but I came a long way. The entire conference and its goals were in the opposite direction from where I've been going but I have turned around now and the conference has shown me that its really beauty to know people, something I didn't believe before. Now I just have to set into it deeper and I want to."

"Yes, I feel that this conference was good in meeting my own selfish goals, but I do not feel that it was a good group conference. My goals were met because I was able to interact with other people at a deeper level outside of group."

"In the overall goal of aiding black-white relationships the meeting was highly successful. The issue is transferring the healthy relationship that came from this weekend to tangible joint projects which will continue and export the overall goals of better black-white relations to other areas."

Program Objectives

The major objectives of the four conferences (Program) were: (1) to provide for interaction of black and white prospective teachers, (2) to promote increased communication between black and white prospective teachers as a basis for awareness of problems related to teaching in desegregated schools, (3) to promote better relations between prospective teachers at Florida A and M University, a predominantly black institution, and those of the University of Florida, a predominantly white institution, (4) to aid in the reduction of fear of teaching in desegregated schools, and (5) to aid black and white prospective teachers in understanding problems related to racial myths.

Personnel Involved

Personnel involved were Dr. Betty Ellis of the University of Florida, Mr. Jack Gant of the Florida State Department of Education, Dr. James D. Beck, Head, Department of Guidance, and Dr. Walter A. Mercer, Director of Student, both of Florida A and M University. Dr. Herbert A. Thelen of the Department of Education of the University of Chicago was a special consultant in Chicago.

Contribution to the Improvement of Teacher Education

The intergroup education professional laboratory experience model project provided opportunities for black and white prospective teachers to identify the human problems that block or hinder open and honest communication among people; afforded an examination of misconceptions, stereotypes, prejudices and other adverse feelings that members of one group have against another group; and provided an exploration of expressions and actions which are unnecessarily offensive to members of other groups. Herein lies the contribution of the project to the improvement of teacher education.

# CHAPTER 6

## COOPERATIVE STUDENT TEACHING INTERGROUP RELATIONS PROJECT INVOLVING A NEARBY MAJORITY BLACK UNIVERSITY AND A NEARBY MAJORITY WHITE UNIVERSITY

### Background

Picture in your mind Tallahassee, Florida, the capital city of Florida. Present population about 80,000. The universities are located within ten blocks of each other. One is a majority black university. The other a majority white university. They are Florida A and M University and Florida State University, respectively. Both institutions assign student teachers to the schools of Leon County School System. The school system has some desegregation of faculties and student bodies. The majority black university assigns its student teachers to majority black schools while the majority white university assigns its student teachers to majority white schools. The court ordered desegregation become effective. Answers are sought to such questions as: What effect would court ordered desegregation have upon student teaching assignment patterns? To what extent do black student teachers and white student teachers possess effective intergroup relations skills. To what extent do black supervising teachers have effective intergroup relation skills for

working with black prospective teachers? How effective is a conference workshop on improving intergroup relations and preparing prospective teachers for multi-racial classrooms?

Set into orbit within this context was the cooperative student teaching intergroup relations project involving a nearby majority black university and a nearby majority white university.

Description and Developments of the Cooperative Student Teaching Project

Objectives: The major objectives of the cooperative student teaching project were: (1) to develop in black and white prospective teachers an awareness of the identity of the other, (2) to develop an understanding of minority culture and problems, and (3) to develop intergroup relations skills. The theme of the project was "Improving Intergroup Relations in Student Teaching."

Additional experiences included practical suggestions concerning the following: How to deal with one's own prejudices; Understanding the nature of the desegregated school; Teacher-school administrators relations; Teacher-activities; Teaching children of every social class; Understanding the nature of the attitudes of white and black teachers, students, school administrators and parents; and How to make the transition from desegregation to integration.

Personnel. The following personnel from the three institutions participated in the project:

| | |
|---|---|
| Dr. Walter A. Mercer | - FAMU |
| Mr. Edwin F. Norwood | - FAMU |
| Dr. Theodore B. Cooper | - FAMU |
| Mr. J. W. Bailey, Jr. | - FSU |
| Mrs. Mary O'Donnel | - FSU |
| Dr. Heinz H. Luebkemann | - FSU |
| Mr. Sterling Bryant | - Leon County Schools |
| Miss Mabel Jean Morrison | - Leon County Schools |
| Mrs. Aquilina Howell | - Leon County Schools |

Student teaching personnel included:

| | FAMU | FSU | Total |
|---|---|---|---|
| Elementary | 11 | 20 | 31 |
| Secondary | 20 | 40 | 60 |
| Totals | 31 | 60 | 91 |

A total of 91 supervising teachers from the Leon County schools were assigned to the student teachers.

A proposal in brief form was presented to the College of Education (FSU) Task Force on Special Students by the Director of Student Teaching (FSU). It was approved by the Task Force and by the Dean of the College of Education in the early summer of 1969.

Proposal Initiation. Obviously, integrated and cooperative student teaching in Leon County has unique opportunities by virtue of the presence of two major state universities. Such opportunities cannot be fully realized except through the voluntary cooperation of the three major institutions: Leon County Schools, FAMU, and FSU. A prerequisite, then, was to present a tentative proposal to representatives of the three institutions for purposes of further exploration, refinement and possible implementation.

Salient Aspects of the Project. Regarding the salient aspects of the project the task was to: (1) identify explicitly the present pattern of student teaching assignments by FAMU and FSU in Leon County Schools, (2) to identify a pattern of student teaching assignments to Leon County Schools that would provide for proportional inclusion of FAMU and FSU undergraduates to each Leon County school serving as a facility for student teaching and to (3) prepare teaching seminar scheduling that would provide for combined FAMU and FSU student participation and suggest content modification to include inter-group understandings.

Suggested Planning Schedule. A time-table that recognized realities began with a meeting of the institutional representatives on October 3, 1969.

The group addressed itself to aspects #1 and #2 above. Participants and progress are noted in the attached document dated October 28, 1969.

On November 17, 1969 FAMU and FSU student teaching faculty met at the FAMU campus to initiate planning on dimension #3 above. Conclusions of this meeting are noted on the attached document titled Tentative Seminar Schedule and Content for Student Teachers. Additional planning sessions were scheduled December, 1969 through March, 1970.

Major Features of the Project. The major features of the cooperative student teaching project which evolved were: (1) the establishment of a pattern of student teaching assignments within the school system that would provide for proportional inclusions of nearby majority black Florida A and M University and nearby majority white Florida State University prospective teachers, (2) cooperative participation in student teaching seminars, (3) relevant intergroup relations content, (4) the participation of supervising teachers, black and white, (5) cooperative participation of school system's instructional personnel, and (6) joint participation of FAMU-FSU student teaching personnel.

Learning Activities. Learning activities included: interest area (e.g. elementary education, mathematics - science - English - social studies) small discussion groups consisting approximately 15 prospective teachers, leadership

by student teaching personnel from both universities, school system's instructional personnel, and supervising teachers.

Seminar Schedule and Content for Student Teachers

| | | | |
|---|---|---|---|
| I. | April 1, 1970 | 9:00-11:30 | Intergroup Relations and Problems: Consultant |
| | | 1:00- 4:00 | Separate FSU and FAMU Orientation Session: Faculty |
| II. | April 22, 1970 | 9:00-11:30 | *Small group discussion led by faculty |
| | | 1:00- 4:00 | Utilization of Mass Media: Dr. Theodore Cooper |
| III. | May 6, 1970 | 1:00- 4:00 | Classroom Management, Control, Discipline: *Small group discussion led by Faculty |
| IV. | May 20, 1970 | 9:00-12:00 | Affective Classroom Climate: Dr. Heinz Luebkemann |
| | | 1:30- 3:00 | *Small group discussion led by Faculty |
| V. | June 5, 1970 | 9:00-12:00 | Small and total group sessions devoted to evaluation of the experience |

*Small groups of 15 student teachers per group organized by interest area, e.g. math-science, English-social studies, elementary grade level, were focused upon problems encountered in inter-group relationships. Faculty were identified for continuous leadership.

Implementing the Cooperative Student Teaching Project. The implementation of the cooperative student teaching project involved a series of planning and follow-up meetings with student teaching personnel of both universities and the instructional leadership personnel of the school system. These personnel included: the director of student teaching a college supervisor of elementary education, student teachers of the nearby majority black university, their counterparts at the majority white institution, and the associate superintendent for instruction, director, elementary education, and the director, secondary education of the school system.

Orientation Meeting for Student Teachers and Supervising Teachers. During an orientation dinner meeting of student teachers, and supervising teachers, the participants were familiarized with the nature of the cooperative student teaching project which included: purpose, description, anticipated behavioral outcomes, clarification of roles and responsibilities, evaluation, and duration of the project.

March 30, 1970 - Banquet. A banquet at the Holiday Inn Downtown, March 30, marked the beginning of the implementation of the FAMU-FSU-Leon County School System Cooperative Student Teaching Project. The keynote speaker was Mr. Kenneth Haskins, an A. N. Whitehead Fellow, Harvard Graduate School of Education, Harvard University. He spoke on "The Role of the Directing Teacher in Fostering Intergroup Relations

In Student Teaching." Invocation was given by Dr. Garth Blake, Assistant Dean, College of Education, Florida State University. Dr. Walter A. Mercer, Director of Student Teaching, Florida A and M University conducted project orientation; and Dr. Heinz H. Luebkemann, Director of Student Teaching, Florida State University, introduced special guests and the speaker.

Those in attendance included student teachers, directing teachers, student teaching supervisory personnel from both universities, FAMU's School of Education Dean, and FSU's College of Education Dean and other guests.

March 31, 1970. On March 31, another session was held in Room 200A of the Gore Education Center, Florida A and M University, featuring Mr. George Rolle, Program Coordinator, Louisiana's Educational Resource Center on School Desegregation. His subject was "Modifying Attitudes for Effective Intergroup Relations in Student Teaching." Dr. Heinz Luebkemann, FSU, gave the program orientation. The introduction of consultants and speaker was done by Dr. Walter A. Mercer, FAMU. After the address, the participants engaged in small discussion groups. At the end of the morning session, the speaker reacted to questions raised by the discussion groups. During the afternoon session, further orientation was given to the student teachers from FAMU and FSU.

April 1, 1970. On April 1, FSU's Director of Student Teaching, Dr. Heinz Luebkemann and FAMU's Director of Student Teaching, Dr. Walter A. Mercer, were interviewed on WCTV's "Good Morning Show."

April 22, 1970. On April 22, Dr. Theodore Cooper, FAMU College Supervisor of Secondary Education Student Teachers, made a presentation on "The Utilization of Mass Media."

May 6, 1970. Mr. William Bailey, FSU College Supervisor of Secondary Education, gave a presentation on "Classroom Management, Control, and Discipline."

May 20, 1970. "The Affective Classroom Climate" was the subject of the presentation given by Dr. Heinz H. Luebkemann, Director of Student Teaching, Florida State University. The film, "Nothing But A Man" was shown and was followed by discussion.

June 5, 1970. The final student teaching seminar made provisions for the student teaching participants to evaluate the cooperative student teaching project.

Seminars for Supervising Teachers. Two seminars for supervising teachers were held. The one held on April 14 focused on problem incidents of the racially desegregated school while the one on May 19 featured the film, "Nothing But A Man." The organizational pattern of the first seminar

included role playing within small groups consisting of black and white supervising teachers.

June 4, 1970 - Picnic Supper. A picnic supper was held at McClay Gardens Recreation area on June 4, 1970, from 4:30 P.M. to 8:00 P.M. This was an informal social occasion to culminate the first cooperative student teaching venture between Florida A and M University - Florida State University - Leon County Public School System. Representatives of the Leon County Schools, black and white student teachers, black and white supervising teaching personnel from the two universities were invited.

Instruments. Two instruments were employed to provide for an evaluation of the effectiveness of the program. An attitude inventory was administered at the beginning and the conclusion of the program to supervising and student teachers for the purpose of assessing pre- and post-changes in attitudes regarding race. Two additional instruments were developed by the project directors and employed to evaluate the relative effectiveness of the various program provisions. One instrument was designed for the supervising teacher and the other for the student teacher.

Data from these instruments will be studied to revise features of the program and plan for a cooperative FAMU, FSU, and Leon County Student Teaching Program for the 1970-71 year.

Budget. Purposes for which assistance was sought outside the Leon, FAMU, FSU staff and faculties were:

1. Orientation dinner meeting of student and cooperating supervising teachers to interpret the Cooperative Student Teaching Project and define the anticipated outcomes.

2. Advice and assistance in planning content for the cooperative FAMU - FSU seminar for student teachers.

3. Resource assistance to student teachers in the seminar setting relating to inter-group relationships both peer and pupil.

Estimated Budget:

| | |
|---|---|
| Consulting Assistance | $1,500.00 |
| Travel | 1,000.00 |
| Dinner -- 100 Supervising Teachers and 110 Student Teachers | 1,600.00 |
| Total | $4,100.00 |

The project was funded by 4,100 from the Southern Education Foundation. However, the actual amount spent was about $2,100.00.

How the Program Contributes to the Improvement of Teacher Education. The project contributes to the improvement of teacher education by providing a model for a cooperative student teaching project involving a nearby majority black university, a nearby majority white university, and a local school district and thereby aids in the continuing search for

effective ways of preparing teachers for the real world. The model demonstrates the durability of changes in the behavior of professionals from large institutions which have properly involved a borad base of those professionals. Faculty members of the universities and the schools now work quite differently than they did prior to the project. A new and viable institutional structure exists. Student teachers are thus continuously provided professional experiences in an inter-group setting that ultimately helps to assure increased effectiveness in the schools as tenured faculty.

## Summary

A cooperative teacher education intergroup relations projects involving a nearby majority black university and a nearby majority white university was sponsored by Florida A and M University and Florida State University - both of Tallahassee, Florida. The major objectives of the cooperative student teaching project were: (1) to develop in black and white prospective teachers an awareness of the identity of the other, (2) to develop an understanding of minority culture and problems and (3) to develop intergroup relations skills. Additional experiences included practical suggestions concerning the following: how to deal with one's own prejudices, understanding the nature of the desegregated school, teacher-school administrators relations, teacher-parent

relations, guiding the black child in the search for his identity, social activities, teaching children of every social class, understanding the nature of the attitudes of white and black teachers, students, school administrators, and parents, and how to make the transition from desegregation to integration. Dimension one was in operation during the Spring Quarter 1971.

CHAPTER 7

# A WORKSHOP SEMINAR ON IMPROVING INTERGROUP RELATIONS AND PREPARING PROSPECTIVE TEACHERS FOR MULTI-RACIAL CLASSROOMS INVOLVING A NEARBY MAJORITY BLACK UNIVERSITY AND A NEARBY MAJORITY WHITE UNIVERSITY

## Objectives

The objectives were as follows: (1) to provide an opportunity for interaction between black and white prospective teachers on instructional problems of mutual concern, (2) to sensitize prospective teachers to the causes of cross-cultural patterns, needs, problems, and aspirations of black students and the black community, and (4) to encourage prospective teachers to develop attitudes, teaching styles, and instructional resources essential to multi-racial classrooms.

## Description and Development

This project is a product of the combined interest and effort of the Education and Minority Group Committee, Florida State University College of Education, Directors of Student Teaching of both universities, teachers of foundation courses of both universites and Dr. John P. Lunstrum, Assistant Dean of Instruction, Florida State University. One half-day session featuring a keynote address by a regionally-known

minority group (black) leader, after which participants resolved into small work-group sessions, was included in the conference workshop activities. During the week, other activities consisted of talks by selected local and regional authorities of minority group affairs. These presentations were made during the normal class meetings of the students.

Major Features

The major features of this aspect of the project consisted of four sessions. During session one there was a presentation on the subject "Role of Teachers in a Multi-Racial Society." Discussions within small groups regarding the content of the above presentation was the focus of session two. The topic "What the Black Community Expects of the Schools" was the center of interest during session three. Provisions were made for reactions and questions from the participants. Session four focused on a discussion by African scholars on the topic "An African Perspective on the Problems of Education and Racism." Sessions one and two were held on the campus of Florida A and M University, a majority black university, while sessions two and three were held on the campus of Florida State University, a majority white university. The joint planning committee consisted of teacher education personnel from both institutions. Teachers from both institutions constituted the discussion leaders while the recorders, in general, consisted of students from both universities.

Personnel Involved

The personnel consisted of approximately 200 senior undergraduate prospective teachers, from both institutions, teacher educators from both institutions and leaders from the black community.

Budget

Due to the generosity of so many wonderful people from both institutions, a budget was not necessary.

Evaluation Data and Procedure

One of the primary purposes of this aspect of the project was to determine the effectiveness of the one-week conference workshop as a technique in improving the knowledge and awareness of undergraduate prospective teachers about the socio-cultural and educational needs of culturally different and economically disadvantaged children. Sixty-two undergraduate prospective teachers who participated in the one-week conference workshop constituted the experimental group. The control group was composed of twenty-eight undergraduate prospective teachers, who were similar to the experimental groups but who did not participate in the one-week programs. Naturally assembled classrooms were evidenced in both groups. To determine the nature of their acquired information about the educational needs of culturally different and economically disadvantaged children, the experimental and control groups

both received a pre-test/post-test sequence.

During the conference workshop, information was presented to the experimental group. Pre-tests were administered one week prior to the conference workshop and post-tests were conducted on the week after the conclusion of the conference workshop.

Through choices on a Likert-scale questionnaire, students in the experimental group were also asked to evaluate the effectiveness of the conference workshop. Staff participants who were not themselves students were administered a similar evaluative questionnaire. Both questionnaires provided for write-in comments.

The accumulated data were analyzed. Data from the pre-test/post-test sequence were submitted to analysis of covariance for multiple covariates, to determine the distribution of respondents, and their ratings of the program, according to perceived effectiveness of the conference workshop, responses to the evaluative questionnaires were analyzed.

Findings

Analyses of the data revealed that the workshop-seminar was effective with regard to the following objectives: (1) encouraging prospective teachers to develop attitudes, teaching styles, and instructional resources essential to multi-racial classrooms, (2) sensitizing prospective teachers

to the causes of cross-cultural and racial conflict, misperceptions in the classroom and their effects on learning.

The conference was less effective on extending the knowledge of prospective teachers about the cultural patterns, needs, problems, and aspirations of black students and the black community. Due to the low proportion of black students (23%) participating in the program, in regard to its objective of providing opportunity for interaction between black and white prospective teachers the conference workshop was least effective.

How the Program Contributes to the Improvement of Teacher Education

This program contributes to the improvement of teacher education by showing the effectiveness of cooperative involvement of a nearby majority black university and a nearby majority white university in a one-week conference workshop. The value of the workshop-seminar as a technique in improving the knowledge and awareness of undergraduate prospective teachers about the socio-cultural and educational needs of culturally different and economically disadvantaged children was demonstrated. Further, the program may aid in the continuing search for appropriate techniques of familiarizing teachers with the educational requirements of culturally different and economically disadvantaged children. It may also provide a model for teacher educators who plan similar conference workshops for use with undergraduate prospective teachers.

CHAPTER 8

# INTER-INSTITUTIONAL SEMINARS INVOLVING PAIRED MAJORITY BLACK AND WHITE COLLEGES AND UNIVERSITIES SPONSORED BY THE SOUTHERN REGIONAL EDUCATION BOARD AND FUNDED BY THE EMERGENCY SCHOOL ASSISTANCE PROGRAM, COMMUNITY PROJECTS DIVISION, OFFICE OF EDUCATION (HEW)

The Southern Regional Education Board is the operating agency of the nation's first interstate compact for cooperation in the improvement and expansion of higher education. The compact includes fourteen states and is now in its twenty-third year. The expansion of higher educational opportunity throughout the region is an important area of SREB's concern. The Commission on Higher Educational Opportunity in the South, created by SREB, issued a report on The Negro and Higher Education in the South in 1967. Many recommendations aimed at improving post-secondary educational opportunities are included in the report. Through a number of projects the Institute for Higher Educational Opportunity of SREB continues to focus attention and action on these recommendations. Among these are:

1. Co-directing a project with Jackson State College supported by the American College Testing Program. This three-year project brings black and white high school counselors together in an effort to improve counseling related to post-secondary options for black students. Pre-College Counseling and the Black Student is SREB's report of the 1970 workshop.

2. Preparing and publishing New Careers and Curriculum Change as a guide for assisting black colleges and universities in examining curriculum reform in view of expanded career opportunities for their graduates. The Ford Foundation supported this project and a follow-up effort which permitted twelve black institutions to accelerate planning for curriculum revision.

3. Coordinating and evaluating interal management projects at Texas Southern University and Fisk University supported by the International Business Machines Corporation during 1969-70. The focus at Texas Southern was on improved delivery of student counseling services and at Fisk on urban affairs/community involvement.

4. Examining Post-Secondary Educational Opportunities and the Negro Student in Florida for the Select Council on Post-High-School Education (SCOPE) during 1968-69. This report provided the basis for several recommendations made by SCOPE to the Florida Legislature.

5. Directing a three-year effort aimed at public junior colleges and ways in which these institutions can meet educational needs of more black students. This project is supported by the Carnegie Corporation and reports covering the first two years of operation -- New Challenges to the Junior College . . . and The Black Community and the Community College have been released.

6. Developing Special Financial Needs of Traditionally Negro Colleges: A Task Force Report. Published in 1969, this report offers a rationale for continued and enlarged funding to support these institutions because of their unique needs and responsibilities.

7. Reporting consortia activities in Expanding Opportunities: Case Studies of Interinstitutional Cooperation, 1969. These activities include cooperative efforts between black and white colleges. Closely related to interinstitutional cooperation and to roles of black colleges is the 1970 Institute staff paper on A Unitary State System of Higher Education.

The institute has provided, in addition to these structured projects, consulting assistance to individuals, institutions, organizations, and state and federal agencies. Other programs and operations of the Southern Rebional Board are related to institute activities.

## THE PROJECT

The Southern Regional Education Board will organize, coordinate, and evaluate a series of inter-institutional seminars to be conducted at three locations in the region by colleges and universities. The purposes of the seminars include the following:

- To encourage joint responses on the part of predominantly black and predominantly white colleges and universities to the needs of minority group pupils in elementary and secondary schools.
- To improve the understandings of prospective elementary and secondary teachers concerning problems and issues encountered in desegregated classroom settings.
- To permit predominantly black and predominantly white colleges and universities to cooperate in the development of effective means for combining faculty resources in teacher preparation in new ways.

- To enable both black and white prospective teachers to plan seminar experiences which will assist them in relating more effectively to pupils of different cultural backgrounds.

- To provide opportunities for relating the prospective teacher to parents of pupils on an inter-racial and inter-cultural basis.

- To foster the improvement of teaching quality within the process of school desegregation.

- To relate the experiences gained in student teacher assignments to the implementation of desegregation plans in operation at local systems.

The locations and institutions include:

| Location | Institution |
|---|---|
| Grambling and Ruston, Louisiana | Grambling College<br>Louisiana Technical University |
| Norfolk, Virginia | Norfolk State College<br>Old Dominion University |
| Tallahassee, Florida | Florida A and M University<br>Florida State University |

That other institutions near those selected as participating institutions may desire to cooperate in the institutional seminars is anticipated. Their participation could be accomplished through the funding allocation requested for the total project and would be welcomed.

Participants in the Project

Every teacher education student engaged in the supervised teaching assignment during the two academic terms

(second semester, 1970-71 and first semester, 1971-72) covered by this project constitute the target group. Individual representatives of the community and parents of the pupils will be invited to attend the inter-institutional seminars.

Staffing

The project is administered by SREB's Institute for Higher Educational Opportunity. The director of the Institute is Dr. James M. Godard. Two members of the Institute staff -- Dr. Van S. Allen and Dr. J. S. Anzalons -- devote one-half time to the project. Each participating institution maintains local coordination through faculty representation equivalent to one full-time position. While some participating institutions may elect to provide a single individual to meet this responsibility, others may desire to provide full-time equivalency by selecting two faculty members -- one in elementary education and one in secondary education. The SREB staff for the project will be responsible for:

- Organizing and directing a project planning meeting to be held in December, 1970, and attended by representatives of each participating institution.
- Assisting the institutional project coordinators in the evaluation of the interinstitutional seminars.

- Coordinating pre-operational planning for final project location selection, decisions pertaining to inclusion of participating institutions, and relations with the local school systems and advisory groups.

- Providing assistance through consultation and other support.

- Participating in the planning sessions at each project location.

- Maintaining close liaison with the institutional project coordinators.

- Relating the organization and implementation of the interinstitutional seminars to larger concerns in the region which relate to permanent cooperation between black and white colleges and universities, state-level planning for maximum utilization of available academic resources, and the expansion of higher educational program options available to all students.

- Coordinating the preparation of evaluation reports for each of the two academic terms during which the seminars will be held.

- Attending interinstitutional seminars at each project location.

- Preparing the final report of the project operations.

Institutional Project Coordinators

The person responsible for administering the teacher education program at each institution selects the institutional coordinators. The responsibilities of these coordinators include:

- Maintaining liaison with non-institutional groups, i.e. the appropriate staff personnel of local school systems, cooperating teachers in the school systems to whose classrooms student teachers are assigned, and representative parents of pupils.

- Attending project planning and evaluation sessions at the regional level.

- Arranging for services supportive of the seminars including but not limited to equipment, facilities, consultation, observation of appropriate unique activities, seminar agenda arrangements, announcements, etc.

- Preparing a comprehensive report at the end of each academic term in which seminars were held.

- Providing for faculty, student, and community involvement in seminar planning and implementation.

- Working with other project coordinators at the same location in organizing the service of seminars to be conducted during each academic term.

- Participating in each seminar in order to observe the proceedings in detail and record outcomes.

Anticipated Results

Incorporated in the projected outcomes of this project are those revealed by the Norfolk Inter-Institutional Seminars and several others which may be new and distinct. Such outcomes include: (1) the development of a growing awareness which will focus on racial problems in the classroom, (2) the realization that teachers must use teaching strategies involving enriched multi-ethnic content and enlightened sensitivity, (3) to create an awareness among the faculty members that through their observations students can bring into the open their personal fears,

opinions, and prejudices in order to examine and change their behavior, and (4) providing a climate for student dialogue and exchange of ideas whereby the participants may mature in their thinking on a number of sensitive issues.

There should be increased awareness by individuals from the community-including representative parents of pupils - of the purposes and methods utilized in teacher education and improve their understanding of the process. Institutions - whether they be black or white can no longer prepare teachers without sensitivities for majority and minority group actions, opinions, and ideals. It is anticipated that as a result of conducting this project on a regional basis, cooperative planning for teacher education between black and white colleges and universities can be stimulated and ultimately realized at many other locations within the region.

Findings At Each Institution

Findings at each institution provide for the following: (1) employee salaries, services and benefits, (2) travel, (3) office supplies and materials, (4) facilities rental, (5) equipment rental, (6) contracted services, and (7) other cost such as local seminar activities and evaluation.

# CHAPTER 9

## INTER-INSTITUTIONAL SEMINAR IN STUDENT TEACHING INVOLVING MAJORITY BLACK FLORIDA A AND M AND MAJORITY WHITE FLORIDA STATE UNIVERSITY DURING THE SPRING QUARTER 1971

That where teachers have positive racial attitudes toward students, students are happier, achieve more, and think more of themselves is a widely held view. Efforts to create positive attitudes are important to training teachers due to the significance of these attitudes.

### Purposes

The purposes of the project were: (1) to develop a human relations training program and to test the effects of that program on the racial attitudes of student teachers, and (2) to determine which of the selected background variables were most closely related to changes in attitudes and classroom behavior of student teachers.

### Method of Study

A comparison of two treatment groups was involved in the study. Group A received human relations training and Group B recieved an additional week of student teaching. After all data for comparisons were in, the no treatment group (Group B)was given the human relations training. The

program was developed to fit the needs of the student teachers and a fifth day was devoted to orientation for the supervising teachers.

The design involved small group and large group work in a laboratory setting. The training was task oriented to teaching skills and involved get-acquainted activities, intrapersonal activities, goal setting, basic communication skills, group instruction and problem solving. The content and process were selected in response to the needs of the participants.

The sample used in the study was composed of student teachers in Leon Schools who were registered at Florida State University and Florida A and M University.

Table 1. Distribution of Group A Participants According To Level and Institution

| | GROUP A | | |
|---|---|---|---|
| Level | FAMU | FSU | Total |
| Elementary | 7 | 14 | 21 |
| Secondary | 12 | 15 | 27 |
| Total | 19 | 29 | 48 |

Table 2. Distribution of Group B Participants According To Level and Institution

| | GROUP B | | |
|---|---|---|---|
| Level | FAMU | FSU | Total |
| Elementary | 7 | 13 | 20 |
| Secondary | 13 | 15 | 28 |
| Total | 20 | 28 | 48 |

Table 3. Distribution of Participants According to Level

| Level | Number | Per Cent |
|---|---|---|
| Elementary | 41 | 43 |
| Secondary | 55 | 57 |

Table 4. Extent of Enjoyment of Sessions - Group A*

| | Number | Per Cent |
|---|---|---|
| Generally Speaking: | | |
| Did not respond | 13 | 27 |
| I didn't like the sessions | 0 | 0 |
| The sessions were OK | 0 | 0 |
| The sessions were good | 16 | 33 |
| I enjoyed the sessions tremendously | 29 | 60 |
| Total | 48 | 100 |

Table 5. Influence of Group Meetings - Group B

| | Number | Per Cent |
|---|---|---|
| Did not respond | 13 | 27 |
| The group meetings influenced me to communicate with people | | |
| Much less than before | 0 | 0 |
| A little less than before | 0 | 0 |
| The same as before | 0 | 0 |
| Better than before | 21 | 44 |
| A great deal better than before | 14 | 29 |
| Total | 35 | 100 |

*All per centages are rounded off.

Table 6. Value of Sessions - Group A

| | Number | Per Cent |
|---|---|---|
| From the Sessions, I | | |
| did not respond | 1 | 2 |
| learned nothing about myself | 0 | 0 |
| am undecided if I learned more | 10 | 21 |
| learned more about myself | 29 | 61 |
| learned a great deal more about myself | 8 | 16 |
| became confused about myself | 0 | 0 |
| Total | 48 | 100 |

Table 7. Influence of Sessions on Friendships with Peers in the Opposite Race Group A

| | Number | Per Cent |
|---|---|---|
| Having completed the Sessions, my friendship with my peers in the opposite race has | | |
| decreased greatly | | |
| decreased slightly | 0 | 0 |
| remained the same | 8 | 16 |
| increased to some extent | 15 | 30 |
| increased noticeably | 21 | 44 |
| Did not respond | 4 | 10 |
| Total | 48 | 100 |

Table 8. Extent of Sessions' Influence on Understanding Other People's Feelings - Group A

| | Number | Per Cent |
|---|---|---|
| The sessions influenced my understanding of other people's feelings as follows | | |
| Did not respond | 13 | 27 |
| Frustrated them | 0 | 0 |
| No change at all | 1 | 2 |
| Some improvement | 1 | 2 |
| Much better than before | 22 | 47 |
| A great deal better than before | 11 | 22 |
| Total | 48 | 100 |

Table 9. Extent of Relaxation During Most of the Meetings Group A

| | Number | Per Cent |
|---|---|---|
| During most of the meetings I felt | | |
| very tensed | 0 | 0 |
| tensed | 2 | 4 |
| unaffected | 1 | 2 |
| relaxed | 21 | 44 |
| very relaxed | 21 | 44 |
| Did not respond | 3 | 3 |
| Total | 48 | 100 |

Table 10. Extent of Change in Small Group Toward the End of the Meeting - Group A

| | Number | Per Cent |
|---|---|---|
| Did not respond | 3 | 6 |
| Toward the end of the meeting I did notice | | |
| A very negative change in my small group | 0 | 0 |
| A negative change in my small group | 0 | 0 |
| No change in my small group | 6 | 13 |
| A positive change in my small group | 27 | 56 |
| A very positive change in small group | 12 | 25 |
| Total | 48 | 100 |

Table 11. Individual Attitudes of Participants Toward the Sessions Before They Started - Group A

| | Number | Per Cent |
|---|---|---|
| My attitude toward the sessions before the started was | | |
| very negative | 0 | 0 |
| negative | 5 | 11 |
| neutral | 13 | 27 |
| positive | 17 | 35 |
| very positive | 10 | 21 |
| Did not respond | 3 | 6 |
| Total | 48 | 100 |

Table 12. Individual Attitudes of Participants Toward the Sessions Before They Started - Group B

| | Number | Per Cent |
|---|---|---|
| My attitude toward the sessions before they started was | | |
| very negative | 0 | 0 |
| negative | 0 | 0 |
| neutral | 1 | 2 |
| positive | 16 | 33 |
| very positive | 24 | 50 |
| Did not respond | 7 | 15 |
| Total | 48 | 100 |

Table 13. Extent of Individual Expression During the Sessions - Group A

| | Number | Per Cent |
|---|---|---|
| During the sessions I really | | |
| did not respond | 3 | 6 |
| intentionally masked my feelings | 0 | 0 |
| did not really care | 0 | 0 |
| was undecided | 0 | 0 |
| talked freely at times and held back at other times | 20 | 42 |
| expressed my true feelings | 25 | 52 |
| Total | 48 | 100 |

Table 14. Extent of Influence of Completed Sessions on Individual Understanding of the Opposite Race-Group A

| | Number | Per Cent |
|---|---|---|
| Having completed the sessions, I now think in terms of my understanding of the opposite race | | |
| Did not respond | 3 | 6 |
| I am confused | 0 | 0 |
| My understanding is the same | 0 | 0 |
| I better understand them | 26 | 54 |
| I understand them much better | 12 | 25 |
| Total | 48 | 100 |

Table 15. Extent of Development of Awareness and Capability of Selected Skills - Group A

| On the following skills covered in the session, I feel that my awareness and capability is | Greater or Better | | Same | | Worse or Fewer | | Did not Respond | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| listening | 38 | 80 | 7 | 14 | 0 | 0 | 3 | 6 |
| attending behavior | 40 | 84 | 5 | 10 | 0 | 0 | 3 | 6 |
| establishing trust | 30 | 64 | 15 | 30 | 0 | 0 | 3 | 6 |
| reading non verbal clues | 32 | 67 | 13 | 27 | 0 | 0 | 3 | 6 |
| communicating non-verbally | 33 | 69 | 12 | 25 | 0 | 0 | 3 | 6 |
| racial understanding | 34 | 71 | 11 | 21 | 0 | 0 | 3 | 6 |
| openness | 30 | 63 | 15 | 31 | 0 | 0 | 3 | 6 |
| giving feedback | 38 | 80 | 7 | 14 | 0 | 0 | 3 | 6 |
| expressing my feelings | 31 | 65 | 14 | 29 | 0 | 0 | 3 | 6 |
| concern for others | 29 | 61 | 16 | 33 | 0 | 0 | 3 | 6 |

Table 16. Extent of Feeling About General Behavior with other People since the Sessions - Group A

| | Number | Per Cent |
|---|---|---|
| Since the sessions I feel better about my general behavior with other people | | |
| YES | 45 | 94 |
| NO | 0 | 0 |
| Did Not Respond | 3 | 6 |
| Total | 48 | 100 |

Table 17. Placement of Human Relations Activities Like These in the Teacher Education Program - Group A

| | Number | Per Cent |
|---|---|---|
| In terms of the activities like these in our teacher education training program, I feel they should be held | | |
| Not at all | 0 | 0 |
| In the Junior Year | 5 | 10 |
| During Student Teaching | 9 | 18 |
| Just before student teaching | 31 | 65 |
| Did not respond | 3 | 6 |
| Total | 48 | 100 |

Conclusions

The following conclusions were drawn from the investigation:

1. The sessions were good and were enjoyed tremendously by the participants.

2. The group meetings influenced the participants to communicate with people either better or a great deal better.

3. Generally, upon completion of the sessions, the participant's friendship with peers in the opposite race either increased to some extent or noticeably.

4. The sessions influenced the participant's understanding of other peoples' feelings either much better than before or a great deal better than before.

5. During most of the meetings the participants felt either relaxed or very relaxed.

6. Toward the end of the meeting, the participants noticed either a positive change in individual small group or a very positive change.

7. The attitudes of participants toward the sessions before they started varied from no response to negative to neutral to positive to very positive.

8. During each session each participant either at times talked freely and at other times held back or expressed true feelings.

9. Generally, after completion of the sessions, the participants felt that their understanding of the opposite race was either better or much better than before.

10. Generally, the participants felt that their awareness and capability were greater or better in the following skills: listening, attending behavior, establishing trust, reading non-verbal clues, racial understanding, openness, giving feedback, expressing feelings, and concern for others.

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